

Members

Rep. Greg Porter, Co-Chairperson
Rep. Shelli VanDenburgh
Rep. Phil GiaQuinta
Rep. Robert Behning
Rep. Jeff Thompson
Rep. Randy Truitt
Sen. Dennis Kruse, Co-Chairperson
Sen. Patricia Miller
Sen. Edward Charbonneau
Sen. Earline Rogers
Sen. Frank Mrvan
Sen. Timothy Skinner



INTERIM STUDY COMMITTEE ON EDUCATION

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel: (317) 233-0696 Fax: (317) 232-2554

LSA Staff:

Irma Reinumagi, Attorney for the Committee
Francine Rowley-Lacy, Attorney for the
Committee
David Lusan, Fiscal Analyst for the Committee
Chuck Mayfield, Fiscal Analyst for the Committee

Authority: Legislative Council Resolution 10-01

MEETING MINUTES¹

Meeting Date: October 27, 2010
Meeting Time: 1:30 P.M.
Meeting Place: State House, 200 W. Washington
St., Senate Chamber
Meeting City: Indianapolis, Indiana
Meeting Number: 3

Members Present: Rep. Greg Porter, Co-Chairperson; Rep. Phil GiaQuinta; Rep. Robert Behning; Rep. Jeff Thompson; Rep. Randy Truitt; Sen. Dennis Kruse, Co-Chairperson; Sen. Patricia Miller; Sen. Edward Charbonneau; Sen. Frank Mrvan; Sen. Timothy Skinner.

Members Absent: Rep. Shelli VanDenburgh; Sen. Earline Rogers.

Co-chairperson Porter called the meeting to order at 1:40 p.m.

The Committee reviewed the following proposed findings and recommendations:

Findings:

(1) School-based health clinics reduce absenteeism by keeping students in school.
Passed by consent.

(2) School attendance improves when access to integrated preventative and primary health care services is provided which ultimately provides a better

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative> Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

opportunity to learn. Passed by consent.

(3) Good health provides increased ability to focus on academics instead of untreated health problems. Passed by consent.

(4) Monitoring absenteeism starting in kindergarten or preschool can be an effective strategy for identifying and addressing educational and familial issues early on before problems become more challenging. Passed by consent.

(5) Schools and communities can embed attention to chronic absence into existing initiatives such as school readiness efforts, after-school programming, school-based health services, parent involvement programs and drop-out prevention programs. Passed by consent.

(6) Patterns of chronic absenteeism can be discerned in students in grades as early as kindergarten and grade 1. Passed by consent.

(7) Students who display patterns of chronic absenteeism in early grades tend to continue the pattern of chronic absenteeism throughout their school career. Passed by consent.

(8) Students who display patterns of chronic absenteeism in early grades are likely to fall behind academically. Passed by consent.

(9) Chronic absenteeism is often an early warning sign that a student is at risk of dropping out of school. Passed by consent.

(10) Elementary schools should look for patterns of chronic absenteeism in young students (grades K-3) and take steps to address the issue. Passed by consent.

(11) School corporations use a variety of strategies to combat absenteeism. Passed by consent.

(12) Successful early education programs, such as the Reggio Emilia approach, provide children with the skills necessary to become engaged, successful learners. Passed by consent.

(13) Research has shown that high quality early childhood education programs impact children's later learning and academic success. As Indiana focuses on ensuring that all children are reading at grade level by the end of third grade, we cannot afford to ignore the critical early years. Early childhood education lays the foundation for later learning and is critically important to children's success in school. Passed by consent.

(14) Indiana cannot afford to ignore the importance of having highly effective teachers working with pre-kindergarten through third grade students in Indiana to ensure that all children are reading at grade level by third grade. Failed for the lack of a majority.

Recommendations:

(1) The Department of Education should make absenteeism a policy priority and direct school corporations and schools to identify contributing factors and develop chronic absence reduction plans. Passed by consent.

(2) School corporations should share data on high chronic absence schools with the Indiana Department of Education and the Family and Social Services Administration to target allocation of resources and programs to improve school attendance. Passed by consent.

(3) School corporations should invest in professional development to help teachers and administrators understand the factors contributing to chronic absence and how to address them. Passed by consent.

(4) Early childhood educators should consider duplicating proven early education programs, such as the Reggio Emilia approach, to ensure the success of all children. Passed by consent.

(5) Early childhood education should be included in the P-20 Education Plan and early childhood representation included on the Indiana Education Roundtable. The Indiana Association for the Education of Young Children recognizes the Indiana Education Roundtable's essential role in achievement for all Hoosier students. Research has shown that high quality early childhood programs impact children's later learning and academic success. As the state focuses on ensuring that all children are reading at grade level by third grade, we cannot afford to ignore the critical years. Early childhood education lays the foundation for later learning and is critically important to children's success in school. Defeated.

Amended to read as follows: Early childhood education should be studied by the Indiana Education Roundtable. Passed by consent.

(6) Mandatory Kindergarten – Children in Indiana often start behind other students due to the lack of requirement for the important experience of kindergarten. Indiana must prevent chronic absence issues by making sure that every child attends kindergarten. School corporations already prepare and plan for all children to have a successful kindergarten experience; therefore, the Indiana Association for the Education of Young Children does not see this as a recommendation that impacts our limited financial resources. Defeated.

(7) Require highly effective teachers with early childhood teacher license when working with children pre-kindergarten through third grade. We cannot afford to ignore the importance of having highly effective teachers working with pre-kindergarten through third grade students if Indiana is going to ensure that all children are reading at grade level by third grade. Indiana's Rules for Educator Preparation and Accountability include the early childhood license and the early childhood minor. Defeated.

The final report, with the addition of the findings and recommendations adopted at the meeting, was approved by voice vote (10-0).

The meeting was adjourned at 2:30 p.m.